MT School Improvement Plan Review Guide: 2009-2010

District Name: School Name: Date:

	Advanced	Established	Developing	Comments
Summary of Needs Analysis	▪ **A variety of data is utilized in decision making with regard to identifying needs and goal setting.** ▪ **A systematic analysis of data is part of a continuous improvement process**	▪ **A variety of data is collected** ▪ **A wide array of data is analyzed:** ▪ **Data is reviewed at the classroom, school and district level**	▪ **Some data is collected** ▪ **Some data sources are analyzed**	
	*The School Improvement Plan includes demographic information about students, teachers, and the community and changes over time are described and analyzed	*The School Improvement Plan includes demographic information about students, teachers, <u>and</u> the community	*The School Improvement Plan contains none or incomplete demographic information about students, teachers, and the community	
	*The self-evaluation includes data on student performance on state and local assessments for the past three years with an analysis of current student performance in content strands and performance over time	*The self-evaluation includes data on student performance on state and local assessments for the past three years	*No student data is included, or the self-evaluation includes only current student performance data	
	*Attendance, dropout, and discipline data are included, and an analysis with conclusions is provided	*Attendance, dropout, <u>and</u> discipline data are included	*No student behavior data is included, or student behavior data is limited to attendance, dropout, <u>or</u> discipline	
	*Educational opportunities available to students are listed, participation data is provided, and an analysis of the impact on student achievement is included where appropriate	*Educational opportunities available to students are listed and participation data is provided	*No data on student access to and utilization of educational opportunities is included	
	*Data on student performance, behavior and utilization of educational opportunities is disaggregated and an analysis comparing data of subgroup populations is included	*Data on student performance, behavior, <u>and</u> utilization of educational opportunities is disaggregated	*No subgroup population data is included or disaggregated data is limited to student performance, behavior, <u>or</u> utilization of educational opportunities	
	*An evaluation of the previous school improvement plan is included that identifies the impact of strategies on student	*An evaluation of the previous school improvement plan is included that identifies the impact of strategies on student	*The school improvement plan contains no evaluation of the previous SIP or is limited to a report of activities completed	

	Advanced	Established	Developing	Comments
	performance, and resulting information is used in the formation of new goals	performance	during the previous school improvement plan	

	Advanced	Established	Developing	Comments
Identified Needs	▪ **Identified needs are based on a deliberate and explicit relationship with the data analysis.** ▪ **Focus on 3-5 identified needs to address.**	▪ **Identified needs are connected to the reasons the school did not make Adequate Yearly Progress** ▪ **The identified needs and goals reflect the conclusions drawn from the data and needs analysis**	▪ **Some needs are identified** ▪ **The relationship of the identified needs and goals to the analyses is open to interpretation;**	
SMART Goals	▪ **All Goals are written in SMART [Strategic, but specific; Measurable; Attainable; Realistic; Time-related] language** ▪ **Goals are based on a deliberate and explicit relationship with the identified needs.**	▪ **All goals are written in SMART [Strategic, but specific; Measurable; Attainable; Realistic; Time-related] language** ▪ **The goals reflect the identified needs.**	▪ **Some, if any, goals are written in SMART [Strategic, but specific; Measurable; Attainable; Realistic; Time-related] language**	
	*Improvement goals address the needs of students as indicated by the data in the self-evaluation, including performance of subgroup populations, as well as goals for closing the achievement gap	*Improvement goals address the needs of students as indicated by the data in the self-evaluation, including performance of subgroup populations in the school	*Improvement goals do not address the needs of students as indicated by the data in the self-evaluation	
	*Goals are SMART, realistically and strategically support improvement needs, project a reasonable date of attainment and demonstrate that data is used as the basis for establishing and evaluation the improvement target(s)	*Goals are SMART – they realistically and strategically support improvement needs and project a reasonable date of attainment	*Goals either are missing or appear to be random and/or unspecific	

	*Plans for short- and long-term professional development are included and are based on data and includes specific content, providers, and resources *School improvement plan activities enrich and extend short- and long-term staff development activities outlined in the district improvement plan	*Plans for short- and long-term professional development are included *School improvement plan activities support the attainment of district goals	*Professional development activities are included in the action plan *There is little or no connection to the Consolidated District Improvement Plan	
	*Goals of the school improvement plan are aligned with and support the goals of the district improvement plan	*Some, but not all goals of the school improvement plan are aligned with the goals of the district improvement plan	*None of the goals of the school improvement plan are aligned with the goals of the district improvement plan	

Strategies/Activities	▪ **All of the strategies/activities selected align with the identified needs and goals and are research based.** ▪ **The selected strategies/activities include monitoring for fidelity of implementation.**	▪ **All of the strategies/activities selected align with the identified needs and goals and are research based.**	▪ **The School Improvement Plan strategies/activities selected are loosely aligned with the identified needs and goals.**	
	*Activities are clearly described and address needs identified by the data, includes demonstrably effective practices, and includes a rationale describing how the activities support attainment of the goal(s)	*Activities are clearly described and address the needs identified by the data	*Activities do not clearly address needs identified by the data or are not clearly described	
	*Each activity has a specific timeframe for completion and all activities can be completed within the scope of the regular school calendar or through the provision of additional time	*Each activity has a specific timeframe for completion	*The action plan has no timeframe or each activity has a broad timeframe for completion	
	*Resources necessary to carry out activities are described and specific estimates of time, fiscal resources, personnel, or other resources are included	*Resources necessary for carrying out activities are described, but specific estimates of time, fiscal resources, and personnel are not included	*Resources needed for implementation of components are incomplete or not clearly described	

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Monitoring	▪ **There is a structured and systematic plan for monitoring the strategies/activities being implemented.** ▪ **There is a structured and systematic plan for monitoring the level of fidelity of implementation.**	▪ **There is an effective plan for monitoring strategies being implemented.** ▪ **There is a list of people providing oversight for monitoring implementation.**	▪ **There is some evidence for monitoring implementation.** ▪ **There is a limited list of people providing oversight for monitoring implementation** ▪	

Evaluation	▪ **The evaluation includes an assessment of the effectiveness of the professional development strategy/activity:** 1. **on teaching** 2. **on student achievement** 3. **in narrowing the student achievement gap** ▪ **The process is continuous and includes formative data to adjust the strategies/activities being implemented as appropriate.**	▪ **The evaluation includes assessing the effect of the implemented strategies/activities the:** 1. **effectiveness of the professional development** 2. **effectiveness of the strategy/activity on teaching** 3. **effectiveness of the strategy/activity on student achievement**	• **The evaluation is limited to assessing the effect of the implemented strategies/activities on improving student achievement.**	
	*Provisions for evaluation components of the action plan and a process for making mid-course adjustments as necessary are described and the personnel accountable for such monitoring are identified	*Provisions for evaluation components of the action plan and a process for making mid-course adjustments as necessary are described	*Provisions for evaluation components of the action plan and a process for making mid-course adjustments as necessary are unclear	

Coherence	• **The School Improvement Plan is an integral part of all the work the school does and all staff members are fully engaged in the implementation of the School Improvement Plan.**	▪ **The School Improvement Plan is coherent:** 1. **the school has analyzed a wide array of data** 2. **the identified needs and goals reflect the conclusions drawn from the analysis** 3. **the strategies and activities that are selected articulate with the identified needs and goals.** 4. **there is an effective plan for monitoring strategies being implemented.** 5. **the evaluation includes assessing the effect of the implemented strategies/activities**	▪ **The School Improvement Plan is moderately coherent:** 1. **The school has analyzed some data sources** 2. **The relationship of the identified needs and goals to the analyses is open to interpretation** 3. **The strategies and activities are loosely aligned with the identified needs and goals.**	
	*There is a shared responsibility across the staff for completion of the components of the action plan. A specific person has been assigned responsibility to lead each component of the action plan and responsibilities assigned can be completed within the scope of the regular school calendar or through the provision of additional time	*A specific person has been assigned responsibility to lead each component of the action plan and responsibilities assigned can be completed within the scope of the regular school calendar or through the provision of additional time	*Responsibility for leading each component of the action plan is assigned to generic groups (e.g., staff, site council, administrators)	
	*The improvement plan indicates that representatives from the demographic groups of the school population participated in the development of the goals and plans to achieve those goals	*The improvement plan indicates that representatives from the demographic groups of the school population were invited to participate in the development of the goals and plans to achieve these goals, but the plan does not address whether or not they participated	*The improvement plan does not address the participation of representatives of all demographic groups who participated in the development of school goals or plans to achieve those goals or indicates not all demographic groups were invited	

Progression	▪ The School Improvement Plan demonstrates a logical progression from analysis to action and will enable the school to have success for each student and increased teacher effectiveness.	▪ The School Improvement Plan demonstrates a progression of thinking from analyses to action.	▪ The School Improvement Plan does not follow a logical progression or parts of the plan are disjointed or missing.	

Reviewer's Summary Comments
Reviewer 1:
Date:
Reviewer 2:
Date:

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